Programme Specification
Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	Bachelor of Arts (Honours)
1.5 FHEQ Level:	4, 5, and 6
1.6 Programme Title:	Secondary Education with Science and Maths
1.7 Mode and Duration of Study:	Full Time - 3 years
1.8 School:	School of Education
1.9 HECoS Code:	100512
1.10 Collaborative Provision Arrangement:	N/A
1.11 UCAS Code(s):	Only available as an exit route
1.12 Admission Criteria:	Only available as an exit route from BEd Secondary Education with Science and Maths
1.13 Accrediting Professional Body/ PSRB:	N/A
1.14 QAA Subject Benchmarking Group(s): Education	Subject benchmark statements for 2019
1.15 Other External Points of Reference: Qualifications	Framework for Higher Education (FHEQ) Initial teacher training (ITT): criteria and supporting advice (DfE, Updated September 2021) The ITT Core Content Framework (DFE, 2019) The Early Career Framework (ECF) (DfE, 2019) Initial teacher education inspection framework and handbook (Ofsted, 2020) National curriculum in England: framework for key stages 1 to 4 (DfE, updated 2014)
1.16 Language of Study (for learning, teaching and assessment):	English

1.17 Work-Based Learning Arrangements: Work-Based learning are noted in modules:

SCNC01, SCND01, ISMH01

1.18 Foundation Degree Progression Routes: NA

1.19 Arrangements for Distance Learning: Whilst Students are on school placements,
University Tutors will provide individual tuition by distance learning using a range of electronic learning support tools, e.g. Canvas, Mosaic, etc.

1.20 Original Date of Production: November 2021

1.21 Date of Commencement: September 2022

1.22 Review Date: By August 2028

2. Programme Outline

The BA (Hons) Secondary Education with Science and Maths programme's fundamental purpose is to act as an exit route for students who decide teaching is not their career path and are looking for a career using science and maths or in informal education settings. It helps students to develop the skills of critical and creative thinking. The BA (Hons) Secondary Education with Science and Maths combines modules that are both theoretical and practical, to underpin standards involved in education and the workplace. Student's learning takes place both within the University and within a diverse range of schools and educational and workplace settings, which over the three years may include schools based within Cornwall, Plymouth, Devon, Torquay, special schools, alternative provision, and workplaces located overseas.

The three-year degree programme supports and contributes to the values of Plymouth Marjon University: Humanity, Ambition, Curiosity, and Independence. Students are encouraged to develop their own ideas and independent thought; they develop connections and relationships within the University and the community throughout the programme; are always supported to reach their potential and are encouraged to be the best they can be.

The programme is required to have a stated curriculum that links to but is not defined by either the Teachers' Standards or the five core areas of the Core Content Framework (Professional Behaviours, Pedagogy, Curriculum, Assessment, Behaviour Management). The stated curriculum for the programme, and now for all ITE programmes within MTEP is outlined in three themes:

- The professional role of the developing teacher
- The development of teaching and learning
- Curriculum and specialisms

2.1 Integrating Sustainability into the Curriculum

The programme has been designed to ensure students are provided with learning opportunities that will enable them to develop the skills and knowledge to live and work sustainably in the future. These include a range of transferable and practical skills particularly developed through the three key aspects of the curriculum and include global citizenship and

environmental stewardship. Students will be encouraged to engage with a diverse range of ethical, moral, and social issues as part of the programme and to develop their own philosophical, moral, and ethical standpoints. Students are challenged in their thinking, beliefs, and attitudes and there is a key focus throughout the programme on the development of reflection as a core element of an effective teacher. The programme equips students with the knowledge, understanding, and skills that reinforce sustainable development focusing on social justice, ethics, well-being, and future thinking. It explicitly addresses the UN sustainable development goals of Quality education, gender equality, good health and well-being, reducing inequalities, and partnerships.

Students will be employed in educational settings with sustainable goals and a commitment to sustainable futures. Schools use campus, curriculum, and community approaches to sustainability which often feature as whole school aims or projects, such as: purchasing and waste, food and drink, local well-being, travel and traffic, energy and water, buildings and grounds, inclusion and participation, and global dimensions. This will be a component of modules focusing on Part 2 of the Teachers' Standards and the wider role of the teacher and will ask critical questions of students and their own values.

Within the university, the programme will aim to reduce its impact on the environment by the effective use of e-learning, e- submission of assignments, e-resources, and more involvement with Marjon's e-Learning Team. Students will also develop and share resources electronically through Google docs, for example. Transport and distance will be taken into account when placing students in schools and they will be encouraged to share transport with other students or schools' staff wherever possible. Student well-being is an important factor and developing resilience in themselves and others will be an integral part of the programme. Reducing and managing workload has been a government focus and the programme will support this, helping Students to prioritise and organise their work.

3. Distinctive Features

This BA (Hons) Secondary Education with Science and Maths programme combines both science and mathematics and prepares students to work in a wide variety of sectors, including education, health, and sciences. The combination of the three threads running through the programme is a distinctive feature of the programme, designed around cognitive theory, suggested in Bruner's Spiral Curriculum. The students revisit a topic, theme, or subject several times throughout the three-year programme. The complexity of the topic or theme increases with each revisit and new learning has a relationship with old learning and is put in context. The theoretical underpinning is contextualized through school-based observation, teaching experience, professional dialogue, and reflective practice; theory supports practice and vice versa. The spiral curriculum model builds and embeds all the threads across the degree and explicitly enables students to develop a deep, research-informed, and applied knowledge of both specialisms to enable them to teach the school curriculum in both subjects. The distinctive features of the programme include opportunities for students to gain enhanced qualifications through experience of teaching:

- Enhancing their practice through post-16 teaching
- Teaching different phases such as primary or further education
- Personal social-emotional and sex and relationship education
- Teaching children with Special Educational Needs and Disabilities

4. Programme Aims

The over-arching aim of the BA (Hons) Secondary Education with Science and Maths programme is to prepare our next generation of outstanding critical and creative thinkers to work in industry or informal education settings. Graduates from this programme will be critical thinkers, reflective, reflexive, flexible, caring, confident, knowledgeable professional practitioners who are well prepared to undertake BA (Hons) Secondary Education with Science and Maths further in their chosen careers.

The programme's general aims are to:

1. Develop a systematic understanding of the field of education including the acquisition of coherent and detailed knowledge informed by educational research and policy.
2. Develop science and mathematics education-specific techniques of analysis and enquiry and use them critically to make judgements and solve problems.
3. Develop conceptual understanding in science and mathematics education, devise and sustain arguments, challenge assumptions, and evaluate abstract concepts and data, linked to educational, and science and mathematics research and policy.
4. Recognise how diverse educational settings may present uncertainty and ambiguity, and apply knowledge in a range of contexts.
5. Develop the ability to learn independently, exercising initiative and personal responsibility for their academic and professional development.
6. Communicate and explain information, ideas, and problems to a variety of audiences through academic and professional work.

5. Programme Learning Outcomes

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:

1. Comprehensive knowledge and conceptual understanding of the diversity of learners, various theories of how learners learn, and the complexities of the education process
2. Comprehensive understanding of Secondary Education informed by current perceptions of good practice with its associated pedagogy and underpinned by a critical awareness of current research and issues at work in the profession
3. Comprehensive knowledge and understanding, and critical awareness of the sciences and mathematics in the secondary curriculum
4. Critical analyses of the complex interactions between learning and contexts, (including classroom-based, outdoors-based activities, laboratory-based work) and different educational settings, and the range of ways in which participants (including learners and teachers) can influence the learning process

5. Up-to-date and detailed knowledge of government legislation, policy, and initiatives affecting schools and the teaching profession generally and evidence-informed practice
6. A critical understanding of relevant aspects of issues around equality, diversity, inclusion, and social justice that affect the teaching profession

Intellectual skills:

By the end of this programme students should be able to demonstrate:

7. The ability to critically analyse and evaluate a range of concepts within secondary education, science education, and maths education, both theoretical and context-based, at a level appropriate to undergraduate degree study
8. The ability to critically analyse and challenge educational concepts, theories, and issues of policy systematically; identify and define complex problems and critically reflect on potential connections and discontinuities between them
9. The ability to critically evaluate a range of relevant sources of evidence, including theoretical and research-based evidence, to extend their knowledge and understanding
10. An understanding of the significance and limitations of theory and research on evolving education, and science and maths education contexts

Practical skills:

By the end of this programme students should be able to demonstrate:

11. The ability to devise and implement a range of appropriate strategies for managing high-quality work outputs in a range of employment contexts
12. The ability to use a range of evidence (including research, observations, assessments, and personal target setting) to formulate appropriate and justified ways forward and potential changes in practice
13. The ability to work autonomously and with resilience, adjusting their practice in the light of their theoretical understanding, informed by research and self-evaluation
14. The ability to use their knowledge and understanding critically to locate and justify a personal position concerning science and maths education and to how it links to issues such as globalisation, sustainable development, and social inclusion

Transferable/key skills:

By the end of this programme students should be able to demonstrate:

15. An ability to communicate confidently, effectively, and appropriately with colleagues and wider audiences in a variety of formats, written and spoken
16. Appropriate levels of literacy, numeracy, and digital competence for the assumption of a professional role
17. The ability to work professionally and sustain a professional ethos, both independently and as part of a team
18. Good organisational/management skills in proactively devising tasks and projects, and in seeing them through to their conclusion

19. The ability to organise and communicate information, using established criteria evidencing appropriate proficiency in English language, to audiences in familiar contexts both verbally and in writing. (level 4)
20. The ability to organise and communicate information, using a range of relevant criteria evidencing appropriate proficiency in English language, to a variety of audiences in unfamiliar contexts of increasing complexity (level 5)
21. The ability to organise and communicate specialist and inter-related information evidencing appropriate proficiency in English language, using selected criteria, to audiences in complex contexts. (level 6)

6. Learning and Teaching Methods

The purpose of using a range of different pedagogic strategies through different modes of teaching throughout the programme is two-fold, firstly to enable students to learn and make progress in their studies, and secondly to model best practice. The programme is designed to develop distinctive teachers who have a repertoire of high-quality and effective methods in the teaching and learning environment. Teaching and learning takes place in a range of bespoke teaching spaces to maximise learning opportunities to enhance student outcomes and learning progression.

The taught programme enables flexible and student-centred learning where students gain more independence and take more ownership of their learning throughout the programme. The programme seeks a balance between teaching and learning methods that include, working in small seminar groups, lecture inputs, workshops, independent study, and individual supervision; there is an emphasis on blended learning via the University Virtual Learning Environment (Canvas). In line with the University Learning and Teaching Strategy, the teaching team is committed to engaging with and developing further new approaches to teaching and learning, including the full and active use of the Virtual Learning Environment and other e-learning resources e.g., Mosaic, the use of open learning resources, and audio capture of lectures where appropriate. Throughout the programme, students are encouraged to identify and engage in independent reading to supplement and consolidate teaching and learning and to broaden individual knowledge and understanding of their subject area(s). University Personal Development Tutors play a significant role in supporting this dimension of the learning experience.

Method	Description
Blended Learning	A combination of face to face and connected learning strategies both synchronous and asynchronous.
Case Studies	An individual or group engaged in study based on a 'real life' situation or scenario-based in a practical field.
Coaching and Mentoring	Structured, sustained process for supporting professional learners through significant career transitions and development of a specific aspect of a professional learner's practice.
Conference Workshops	An individual event that focuses on a particular aspect, usually involving guest lecturers.
Critical Reflection	Trainees engage in critical reflective practice and activities to highlight areas of academic, personal, and professional

	strengths and weakness.
Directed Study and Reading	Time set aside for trainees to independently study a particular subject or complete a specific task.
E-Learning	Computer and network-enabled transfer of skills and knowledge, using electronic applications and processes to learn.
Fieldwork	Visits or offsite sessions for the purposes of teaching, learning, and research encompassing data collection sessions together with visits to relevant organisations.
Group Discussions	A group (normally between 8-10 people) work together to discuss opinions and gauge their responses to specific stimuli.
Guest Lectures	Using specialists from other organisations to present to trainees.
Independent Study	Activities where an individual learner conducts research or carries out a learning activity on their own.
Lectures	Subject introduced and delivered by the tutor at a specific time usually to a larger group.
Observation of Practice	Learners observe selected practices related to their area of study and reflect and review them in relation to other models and processes as a means of learning.
Peer teaching and Observation	Trainees observe peers' or colleagues' presentations to provide critical, constructive feedback.
Practice-Based Informal Learning Communities	Learning 'conversations' initiated by and to other trainees either through their professional communities or informal social media such as Twitter and Facebook.
Practical Assessments	In-class formative learning activities that use principles of assessment for learning.
Practical Sessions	Laboratory-based or classroom practical workshops.
Practical Workshops	Working with expert colleagues who model specific approaches to teaching and learning.
Professional Development Planning	Trainees take part in activities that contribute towards the creation of either an individual learning, study, or research plan, depending on their stage in the programme.
Research Tasks	An active exploration of a theme or question, to establish views/opinions/data which can then be critically analysed.
School-Based Training (SBT) Tasks:	Learning events that take place within a working environment, e.g., school setting, enabling learners to develop 'real life' skills and practices.
School-Based Training (SBT)	Training activities such as observation, scaffolding, modelling, workshops, teaching, meetings, evaluations peer support, outlined in the Partnership Agreement and handbooks.
Self and Peer Assessment	Activities where trainees assess their own work or practice, or that of their peers.
Seminar	A session or class in which a topic is discussed by a tutor and a small group of trainees.
Supported Independent	Activities where an individual learner conducts research or

Study	carries out a learning activity with given set parameters and guidance.
Tutorial	One-to-one or small group tutoring (learner/tutor) usually for purposes based on the learners' work.
Working with Pupils	Learning activities where pupils from school come into the University to work with trainees or school scenarios are set .

6.1 Learning Enhancement

The programme is delivered in a range of different settings including the University, schools, other educational settings, outdoor settings, and other places of educational significance. Students also have opportunities to enhance their learning through additional activities whilst on placement and in connection with schools such as organised continual professional development offered by the school, extra-curricular activities, residential visits, or working with different aged pupils. These present opportunities for the development of their practical and transferable skills.

Marjon Teacher Education Partnership's aim is that our ambitious, integrated, and sequenced curricula drive student progress. When in school-based or employment-based settings students will benefit from working closely with a mentor where there will be a focus on learning and development through learning conversations and working with expert others.

Additional courses are laid on and/or promoted, offering opportunities for students to enhance their knowledge and skills, including access to international experiences through for example the Turing scheme.

6.2 E-Learning

E-learning and digital literacy development will be a central component of the programme as Digital scholarship and technological competence are key elements in teaching and therefore this aspect is embedded throughout the programme. Modules will utilise a blended learning approach via the Virtual Learning Environment in which e-learning activities support the face-to-face interaction and learning environment as well as providing the students with opportunities to further enhance and apply their knowledge and practice. In school-based training modules (Year 1, Year 2, and Year 3) students are required to track their progress using an e-portfolio (Mosaic).

Many students elect to form their own informal learning and support community through their workplaces and utilise social media such as Twitter, Group Chat, and Google Docs to share research progress. E-survey tools are used to track partnership quality assurance information and collect student feedback, using vehicles such as Survey Monkey and Google Forms. The Marjon Digital Innovations team and AIM will also feature regularly during the programme to share, model, and develop the most innovative e-learning technology as it develops.

7. Modes of Assessment

The purpose of assessment is to demonstrate to staff and students, and track, the achievement of individuals in specific areas of work. Assessment is viewed as an aid to

learning and as a means of professional and academic self-evaluation. Moderation by an External Examiner enables a wider reference point of the standards attained. There is a wide range of assessment opportunities throughout the programme designed to develop the students' abilities to be critically reflective and to engage in critical discourse. Formative assessment is used throughout the programme, but especially early in years 1 and 2 to support academic writing. This enables clear target setting, sharing of objectives, use of feedback, peer review, and structured questioning, supported through tutorial activity. Assessment of all modules is based on the Quality Assurance Agency's benchmarking at levels 4, 5, and 6, and using the university's generic statements which have been developed into marking criteria and frameworks for each module. An exam is used in the final year to enable Student teachers to experience the scenario-based assessments used in the National Professional Qualification Framework for teachers, supporting their next steps as a qualified teacher.

Method	Description
Annotated Planning	Student-designed sequences of learning with annotations showing justification and critical reflection.
Coursework (Honours project)	An in-depth independent study, approved by the module leader, following a topic of the students' choice, which should indicate the capacity to synthesise the different elements of teaching a specialist subject in the secondary sector
Digital resource	An electronic piece of work such as a website, task, resources, etc.
Essay	A written response to a question based on synthesis and analysis demonstrating appropriate knowledge and understanding of key current debates in the subject.
Examination	Usually takes the form of essay questions, but also other forms such as multiple-choice questions, short answer questions or any combination which are under examination conditions. This includes formats aligned to professional frameworks such as NPQs.
Formative Essay	An assessed piece of writing used to provide feedback to the student to improve their learning and target areas that require more work. The grade does not contribute to the final module mark.
Formative Examination (In-session test)	Similar in format to the examination defined above and completed under formal exam conditions. While this is assessed and feedback provided to the trainee, the grade does not contribute to the final module mark.
Investigative Project	A project that tries to find the answer to a question by using the scientific method. It involves researching a topic, formulating a working theory (or hypothesis) that can be tested, conducting the experiment, and recording and reporting the results.
Lab report	A written response structured in an agreed format, based on individual research of a selected topic. This may include practical research. A structured written account of a laboratory practical with analysis and discussion of results.

Learning Journal	A journal, diary, blog, or vlog of trainee learning based on critical and analytical reflections on any given situation(s) within a workplace setting.
Literature Review	An essay-style assignment critically evaluating literature pertinent to a topic.
Portfolio	A collection of assessments covering the learning outcomes of a module, which usually takes several different forms such as essays, reports, lesson plans, presentations and task sheets, digital media. A compilation of weekly tasks, brief laboratory reports, teaching plans, and evaluation as evidence of student achievement and progress.
Portfolio (School-Based Training File)	Portfolio containing evidence linked to current qualifying to teach standards and the tracking of student progress and attainment against these standards.
Practical Assessment	Examination of personal performance in teaching, coaching, leadership, etc.
Presentation - Digital, Oral, or Poster	A talk illustrated or supported by a variety of audio-visual or digital aids, which demonstrates knowledge and understanding of a selected topic and communication skills. Can be individual or group.
Research Proposal	A precise and coherent summary of a proposed research project setting out the central issues to be addressed and the ethical procedures to be followed
Sequence of Learning Planning	Carefully sequencing teaching to facilitate pupils linking new ideas to existing knowledge

8. Exemptions to University Regulations

As a BA (Hons) Secondary Education with Science and Maths programme shares modules with a professional accreditation programme therefore the programme is exempt from aspects of the University undergraduate curriculum model to allow for PSRB compliance criteria to be met. In addition, the default for all modules is non anonymised marking.

9. Work-Based Learning/Placement Learning

The BA (Hons) Secondary Education with Science and Maths programme is a work-based learning programme. This is therefore a key component of the programme and has been designed to be progressive, starting with serial day visits in year one and culminating in an extended block placement in the final year in a work setting. The focus of each level of placement is intrinsically linked to the associated taught modules in that stage to support students to apply their academic learning to their practice. Work-based training takes place in each year of the programme and utilises progressive tasks with a different focus in each placement linked to the three curriculum themes.

Placements are managed in accordance with the University's Placement Learning Policy and are supported by the Placement Co-ordinator and following the Department for Education compliance criteria for Initial Teacher Training. Marjon Teacher Education Partnership makes excellent use of the quality and range of placements and the engagement of schools, colleges,

and/or other settings is exceptional, enabling individual needs of students to be met. The diverse range of schools within the partnership enables opportunities for students to gain practical experience of working effectively in different work environments. Students can apply for placements in partnership schools in London or (when appropriate) with Service Children's Education (SCE) in schools overseas. Students can also opt to gain experience in special schools or specialist units linked to mainstream schools and in working with pupils from diverse backgrounds as part of developing their understanding of how to meet the needs of all pupils. With the diverse range of placement schools on offer in Cornwall, Plymouth, Devon, Torquay, and the surrounding wider area, students have good opportunities to prepare for their teaching careers. Students are supported by trained mentors and teachers in schools, and by visiting University Tutors. Marjon Teacher Education Partnership advocates a democratic approach to mentoring as opposed to a hierarchical one. This guidance and support fulfils the role of the 'expert input' as noted in the Core content framework (DfE, 2019). Observations and weekly review meetings are carried out by mentors and teachers, and at designated points during placement, observations and feedback carried out jointly by school staff and university tutors (in a quality assurance role) ensure parity across the course.

There are also opportunities for students to work in schools or with pupils in the University or another setting in several ways and linked to many different modules. These will include research opportunities, teaching and learning activities, special projects, curriculum enhancements, additional qualifications.

10. Programme Structure

Full Time

Level 4

Module Code	Module Title	Credits	Assessment	Term	Compulsory/ Optional	Condonable/ Non-Condonable
SCNC01	Becoming a Teacher	20	Coursework 100%	Y	Compulsory	Condonable
SAMC01	Science: The Art of Systematic Study	20	Exam 40% Practical 60%	1	Compulsory	Condonable
SAMC02	Making Maths Meaningful	20	Coursework 70% Practical 30%	1	Compulsory	Condonable
SAMC03	Learning in a Digital World	20	Coursework 70% Practical 30%	2	Compulsory	Condonable
SAMC04	Chemical and Biological Sciences	20	Practical 60% Coursework 40%	3	Compulsory	Condonable

SAMC05	Physical and Mathematical Sciences	20	Practical 60% Coursework 40%	3	Compulsory	Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
SCND01	Curriculum and Pedagogy	40	Coursework 70% Practical 30%	X	Compulsory	Non-Condonable
SAMD01	Biological Sciences: The Study of Life	20	Coursework 100%	1	Compulsory	Condonable
SAMD02	Chemical Science: The Substance of the Matter	20	Coursework 100%	2	Compulsory	Condonable
SAMD03	Physical Sciences: Nothing Happens Until Something Moves	20	Coursework60% Practical 40%	3	Compulsory	Condonable
SAMD04	Promoting Creativity Through Mathematics	20	Coursework100%	3	Compulsory	Non-Condonable

Level 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
SAMH01	Current Issues in Education	20	100% Exam	Y	Compulsory	Condonable
SAMH02	Digging Deeper: Mastery and Learning	20	100% Coursework	Y	Compulsory	Condonable
SCNH04	Research in Education	40	1005 Coursework	X	Compulsory	Non-Condonable
SAMH03	Exploring Learning	40	70% Coursework 30% Practical	X	Compulsory	Non-Condonable

Student teachers may exist the programme at the end of level 4 and gain a Certificate of Higher Education or level 5 and gain a diploma of higher education.

The table below shows the various 'themes' through the programme. These 'themes' provide cohesion and coherence to the programme so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as an indication of learning on upcoming modules. The 'threads' act as a mechanism for students to see how the learning links together in a meaningful way and will be made explicit to students throughout the programme.

Our Marjon Teacher Education Partnership curriculum is outlined in three themes:

1. The professional role of the developing teacher
2. Development of teaching and learning
3. Curriculum and specialisms

These themes are embedded in all Marjon Teacher Education Partnership modules across our provision. These themes are linked to, but not defined by, both the 5 core areas of the Core Content Framework and the Teachers' Standards.

Marjon Themes	Core Content Framework	Teachers' Standards
The professional role of the developing teacher	Behaviour management Professional behaviours Pedagogy	TS1, TS7, Part 2 TS8, Part 2 TS2, TS4, TS5
Development of teaching and learning	Behaviour management Professional behaviours Assessment Pedagogy	TS1, TS7, Part 2 TS8, Part 2 TS6 TS2, TS4, TS5
Curriculum and specialisms	Pedagogy Curriculum	TS2, TS4, TS5 TS3

It is important that our curriculum is 'intentionally coherent' (intent), delivered in 'effective ways' (implementation), and 'transforms students' practice' (impact). Ofsted, 2021.

In addition to the three themes three threads are embedded across the degree students move from exploring, developing to achieving through all themes and threads:

- Research
- Employability
- Leadership

Level 4

Module Code	Module Title	Thread
SCNC01	Becoming a Teacher	The professional role of the developing teacher Employability

SAMC01	Science: The Art of Systematic Study	Curriculum and specialisms Research
SAMC02	Making Maths Meaningful	Development of teaching and learning Research Employability Leadership
SAMC03	Learning in a Digital World	Curriculum and Specialisms Research
SAMC04	Chemical and Biological Sciences	Curriculum and Specialisms Research Employability Leadership
SAMC05	Physical and Mathematical Sciences	Curriculum and Specialisms Research Employability Leadership

Level 5

Module Code	Module Title	Thread
SCND01	Curriculum and Pedagogy	The professional role of the developing teacher Employability
SAMD01	Curriculum and Pedagogy	Curriculum and Specialisms Research Employability Leadership
SAMD02	Biological Sciences: The Study of Life	Curriculum and specialisms Research Employability Leadership
SAMD03	Chemical Science: The Substance of the Matter	Curriculum and Specialisms Research Employability Leadership
SAMD04	Physical Sciences: Nothing Happens Until Something Moves	Curriculum and Specialisms Research Employability Leadership

Level 6

Module Code	Module Title	Thread
SAMH01	Current Issues in Education	Development of teaching and learning Research Leadership
SCNH04	Research in Education	Development of teaching and learning Research Leadership
SAMH02	Digging Deeper: Mastery and Learning	Curriculum and Specialisms Research Employability Leadership
SAMH03	Exploring Learning	Research Employability Leadership

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

N/A

12. Professional Advisory Group

The activities of the Partnership are monitored and scrutinised by the Marjon Teacher Educations Partnership Strategy Group which is made up of headteachers and Initial Teacher Education co-ordinators, mentors, and teachers from a range of partnership schools along with representatives from alliances, trusts, Local Authorities, and other groups with whom the University works. These groups meet termly and inform the direction of the Partnership as well as carrying out a QA role. Bulletins are sent to all partnership schools with key information from this group.

13. Academic Progression Opportunities

Whilst most students will go into full-time or part-time employment making full use of their maths or science and educational experiences, a small minority will look to continue their studies. There are opportunities for part-time and full-time Masters study at the University. Some may choose to return to Teacher education and apply for a postgraduate route into teaching. The University continues to support recent graduates and is regularly developing packages that provide training, support, and resources.

14. Employability and Career Progression Opportunities

The BA (Hons) Secondary Education with Science and Maths programme explicitly supports the development of qualities, skills, and attributes which enhance employment opportunities for Students. Employability skills include:

- Analytical thinking and innovation – trainees can identify and define problems, extract key information from data, test and verify the cause of the problem, and develop workable solutions to resolve the problems identified (SAMC01, SAMD03).
- Active learning and reflective practice – trainees are responsible for their own learning through meaningful activities. They think about and apply what they are learning and can reflect in order to improve future performance (SCNC01, SCND01, SCNH01).
- Creativity, originality, and initiative – trainees can perceive the world in new ways, to find hidden patterns and to generate new solutions. Trainees develop the ability to assess situations and initiate solutions independently (SAMD04, SAMH02).
- Critical thinking and analysis - trainees can actively conceptualise, analyse, and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion.
- Complex problem-solving – trainees can identify complex problems and review related information to develop and evaluate options and implement solutions in real-world settings (SAMD02, SAMH04).
- Leadership and social influence - trainees are able to motivate others to act towards achieving a common goal (SAMC02, SCNH01).
- Emotional intelligence – trainees can recognise and manage their emotions, and the emotions of others, both individually and in groups (SCNC01, SCND01, SCNH01).
- Reasoning, problem-solving, and ideation – trainees are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions (SAMC05, SAMD04, SAMH02).
- Systems analysis and evaluation – trainees can study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way (SAMC03, SAMD01, SCNH04).

Digital Skills:

- ICT proficiency and productivity – trainees are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software).
- Digital collaboration, participation, and communication – trainees are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blogs, vlogs, and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g., using Google docs, group forums, social media, file sharing applications, Hub).
- Finding digital information and data management – trainees understand different data storage systems and file types (e.g., using network drives, cloud storage, and external storage devices). They can identify and use appropriate digital productivity tools to find information (e.g., using Marjon Mobile app, advanced online searches,

Mendeley, Discovery). They are also able to manage, organize, and analyse data or information (e.g. folder and file organisation, use of analytical tools within spreadsheets, and databases).

- Digital learning and teaching – trainees can identify and use digital learning resources, apps and services (e.g., Learning Space, Panopto Replay, podcasts, online tutorials). They are also able to participate in digital assessment such as online quizzes and exams and receive and reflect on digital feedback (e.g., Turnitin).
- Digital problem-solving, creation and development – trainees are able to identify and use digital tools to solve problems and answer questions (e.g., Microsoft Office help, Digital Skills Help, TelKit, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations, creating an Edublog).
- Digital security, well-being and identity – trainees understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g., security settings on social media, netiquette, keeping personal data secure). They can look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g., LinkedIn, Twitter).

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders, and tutors
- Extensive library, other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides

- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection, and prayer
- On-campus Nursery provision

16. Student Feedback Mechanisms

The programme team seeks to develop positive relationships with students through ongoing and continuous dialogue and regular communication.

Students will be invited to participate in the National Student Survey (NSS). In addition, feedback at programme level will be achieved through programme and module evaluation surveys.

Programme Voice Panels are responsible for feeding student voice into the review, evaluation, and development of provision both within the course and at the end of training. Quality assurance for Initial Teacher Training involves student feedback 'in year'; these include triangulated data - collection points where student, mentor, and University Tutor provide mid-School-Based Training feedback, School-Based Training evaluations, and Exit surveys. The programme has been validated using engagement and feedback from students, External Examiners, and other stakeholders. Feedback has included the timing of assessment deadlines, assessed content, timing of conferences, and guest lectures.

17. Other Stakeholder Feedback

The Marjon Teacher Education Partnership Operations group is phase-specific covering representation from all routes into teaching in that phase. The groups make use of the rigorous and well-embedded quality assurance systems to sustain high-quality outcomes and to continuously improve the quality of provision across the Initial Teacher Training partnership. The Programme Team is responsible for addressing the changing demands and responding to new developments in teaching and education through research-informed practice, ensuring that the validated programmes meet academic and compliance requirements and are relevant and up-to-date. School-based staff are influential in shaping the provision through feedback mechanisms and because of mentor training and education, they deliver high-quality training across different phases and are heavily involved in recruitment and the selection processes. Through the partnership strategy and regular online surveys with school partners, employer feedback is gathered and discussed. This also takes place on a more informal basis through regular meetings with university tutors, school staff, and graduates working in schools. Early Career Teacher feedback on the programme is also sought through online surveys. The University also has a close working relationship with Local Authorities and other organisations supporting Early Career Teachers and there are regular opportunities for formal and informal feedback.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through the University's annual monitoring processes, including external examiner contributions, and

incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.

The Office for Standards in Education inspection cycle demands robust and rigorous scrutiny of data. The University staff engaged as External Moderators/Examiners at other teacher training partnerships will moderate grading and training decisions and activities against those in the Plymouth Marjon University Teacher Education Partnership. The triangulated quality assurance processes between school, the University, and students is utilised to schedule ensure effective and timely implementation.